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ABSTRACT

In California community colleges, state-mandated matriculation consists of services intended to enhance student success and processes to improve institutional effectiveness by developing capacities for evaluation, coordination, and training. Each year, the Chancellor's Office conducts evaluations to assess the extent to which matriculation is being implemented by the state's community colleges. In 1990-91, the evaluation approach shifted to a detailed, on-site examination of matriculation evaluation, including the impact of matriculation on students. Site visits were conducted at 18 colleges by 3- to 6-member teams of professionals. The 1990-91 matriculation evaluation revealed that most colleges had made substantial progress since the previous year's initial evaluations, but at each there were some components requiring additional development. In general, admissions, counseling, and orientation components were the most thoroughly developed. Assessment (beyond placement testing), student follow-up, coordination and training, and research and evaluation were most often the weakest components. The 1990-91 report provides information on the status of the following: (1) coordination and training; (2) admission; (3) orientation; (4) assessment; (5) counseling and advisement; (6) student follow-up; and (7) research and evaluation. Also noted are effective aspects of matriculation components occurring in California colleges which can serve as examples for other colleges. The "Team Member's Guide to the Matriculation Evaluation" at Compton College is appended. (KP)

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Matriculation Evaluation: Summary Report

1990-91

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Prepared for the Chancellor's Office,
California Community Colleges

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MATRICULATION EVALUATION:

SUMMARY REPORT
1990-91

Prepared by
Marvin C. Alkin
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September 1991

Prepared for the Chancellor's Office,
California Community Colleges

Presented to

Dr. Thelma Scott-Skillman Vice Chancellor Student Services	Karen Halliday Dean Student Services	Peter White Matriculation Coordinator

Executive Summary

Matriculation

Matriculation is a process that brings the student and the college into agreement on the student's educational goal and on the appropriate educational choices to reach the goal. The process focuses on *student success.*

The matriculation process consists of seven components. Five of these deal with services provided directly to students and intended to enhance possibilities of student success; and two relate to colleges and districts improving institutional effectiveness by developing capabilities for evaluation, coordination, and training. (See pages 1-6)

Matriculation Evaluation

Matriculation was authorized by the Seymour-Campbell Matriculation Act (AB 3) in 1986, with initial state fiscal support beginning in the 1987-88 academic year. Each year thereafter, the state Chancellor's Office has conducted an evaluation of matriculation to assess the extent to which the process was being implemented. For the first three years of state funding (1987-88 through 1989-90) the annual evaluations centered on system-wide implementation, aggregating information from all colleges and districts to identify broad areas of strengths and weaknesses in matriculation's initial stages of development.

Because 1990-91 was the last academic year in which the colleges and districts had to prepare for the full implementation of all matriculation services (mandated for June 30, 1991), the

evaluation approach shifted to a much more detailed, on-site examination of matriculation's implementation, including the impact of matriculation on students. Site visits were conducted at eighteen colleges by teams of professionals ranging from three to six members. This report summarizes those on-site evaluations. (See pages 6-11)

Matriculation Evaluation: Findings and Recommendations

- Most colleges have made substantial progress, but at each there were some components requiring additional development.
- In general, admission, counseling, and orientation components were the most thoroughly developed.
- Assessment (beyond placement testing), student follow-up, coordination and training, and research and evaluation were most often the weakest components. (See pages 12 - 13)

<u>Coordination and Training</u>

- Authority and responsibility: *not fully resolved* (See page 14)
- Matriculation advisement committees: *involvement varied* (See page 15)
- Training: *need to clarify purposes and processes* (See page 15)
- Formal policies: *not yet established at some colleges* (See page 15)
- Student exemption: *clarification and communication required* (See page 16)
- Alternative services: *need greater attention to services for students with special needs* (See page 16)

Admission

- Admission activities: *generally well-developed and in compliance* (See page 16)
- Application procedures: *well-implemented; some revision necessary* (See page 17)
- Bilingual staff: *further need cited* (See page 17)
- Additional training: *needed* (See page 17)

Orientation

- Orientation and assessment: *very well linked* (See page 19)
- Specialized orientations: *available; need to be expanded* (See page 19)
- Student orientation: *systematic procedures; need to be further standardized* (See page 19)
- Judging success: *difficult* (See page 19)

Assessment

- Assessment instruments: *consistency found* (See page 21)
- Multiple measures: *greater attention required* (See page 21)
- Other recommendations areas: *validation, required emphasis on advisory placement* (See page 22)
- ESL testing: *few consistent patterns noted* (See page 22)

Counseling

- Counseling component: *generally well-developed* (See page 24)
- Counseling departments: *understaffed* (See page 24)
- SEPs: *incomplete implementation* (See page 24)
- Participation in counseling: *needs to be more broadly extended* (See page 24)
- Faculty advisement: *generally, highly commended; needs better coordination* (See page 25)

Student Follow-up

- Generally: *one of the least well-implemented components* (See page 26)
- Early alert systems: *not widely implemented* (See page 26)
- Effectiveness of follow-up: *not determined* (See page 26)

Research and Evaluation

- Implementation of component: *generally, little progress* (See page 28)
- Use of research and evaluation: *lack of commitment* (See page 28)
- College data base: *not adequate* (See page 28)
- Assigned responsibility: *not usually designated* (See page 29)
- Information reporting: *not user oriented* (See page 29)

Successful Matriculation Practices

- The review teams noted effective aspects of particular components which might serve as examples for other colleges.

Coordination and Training

The site visits revealed a growing, though not always well-articulated, commitment to the matriculation process among instructional faculty and staff. In significant part, this may be attributed to the efforts of the matriculation coordinators as well as the various campus administrations that have embraced the opportunity to expand the institutions' services to students.

- Antelope Valley College (See page 31)

Admissions

This was commonly a smoothly-run component that was increasingly utilized to gather student information that could be employed as data for assessment, follow-up, counseling, evaluation and research purposes. The majority of the colleges visited had strong admissions processes and were paying

increasing attention to the needs of the diverse student population that shifting demographics have sent to these institutions.

- College of Alameda (See page 32)
- Saddleback College (See pages 32-3)

Orientation

Most colleges on the evaluation schedule were attempting to provide comprehensive orientations in a variety of modes.

- College of the Desert (See pages 33-4)
- Compton Community College (See page 34)
- Saddleback College (See pages 34-5)
- Mt. San Antonio College (See pages 35-6)
- Merced College (See page 36)
- Los Medanos College (See pages 36-7)

Assessment

A difficult component in which movement has been slow but ever-growing is assessment. The majority of the colleges visited had well-defined and long-established testing programs in which the vast majority of new students participated. With greater matriculation implementation, assessment measures beyond testing have been initiated.

- Irvine Valley College (See pages 37-8)
- College of Marin (See page 38)
- Oxnard College (See pages 38)
- Victor Valley College (See pages 38-9)

Counseling and Advisement

Perhaps the most central component in the matriculation process, counseling and advisement was heavily utilized at each college visited.

- Antelope Valley College (See page 40)
- Fullerton College (See pages 40-1)
- Kings River College (See page 41)
- Victor Valley College (See page 41)

Follow-up

While many colleges needed to make substantial progress in this component, there were a number of instances of success.

- West Hills College (See page 42)

Research and Evaluation

Development of matriculation research and evaluation capabilities has been slow in coming at the colleges visited. There are a number of instances where substantial progress has been made.

- DeAnza College (See pages 42-3)
- Irvine Valley College (See page 43)
- Los Angeles Southwest College (See pages 43-4)
- Mt. San Antonio College (See page 44)

Chapter One
Introduction

In this chapter, we will present a brief overview of matriculation,including its history and objectives as well as major program components. Also presented is a brief description of the matriculation evaluation process.

Matriculation: A Historical Overview

The origins of the matriculation concept were noted in the late 1970's with the perception by the Academic Senate for California Community Colleges that academic standards were declining and, with them, the quality of educational programs. In response to that concern, the Academic Senate adopted a resolution in the fall of 1982 entitled, "Matriculated Student." This resolution stated the concept that community college students seeking a degree or certificate should be designated as "matriculated," and be held to certain requirements in order to maintain that status.

Subsequently, the Task Force on Academic Quality appointed by the Chancellor examined the issue of developing a model process that might be used in helping community college students define their educational goals and make appropriate educational choices to achieve them. The concept of defined assistance to students who are identified as "matriculated" was a key element from which matriculation programs were developed. In June 1983, the Board of Governors approved a model for student matriculation that was piloted in sixteen community colleges over the next academic year. Based upon the pilot test results, refinements were made in the process, leading to the Board's adoption of a plan, Student Matriculation: A Plan for Implementation in the California Community Colleges (June, 1984). The same year, a study was conducted to determine the statewide cost of implementing matriculation.

Efforts to pass a bill to implement matriculation were unsuccessful during the 1984 and 1985 legislative sessions. The Board of Governors sponsored a matriculation bill which was carried by Senator John Seymour with Assemblyman Robert Campbell sponsoring another bill supporting matriculation. The state's uncertain economic condition in 1984 led to a delay in passage and instead, a legislative call for a study of the community colleges' mission. A merged bill, Assembly Bill 3, sponsored by Senator Seymour and Assemblyman Campbell was also unsuccessful in the 1985 legislation; consideration was deferred until the mission study was completed.

The Master Plan Review Commission completed its report in 1986 and endorsed the concept of matriculation. With this support, the Board of Governors renewed its efforts on behalf of AB 3. The Seymour-Campbell Matriculation Act was passed in 1986, but lack of funding prevented its provisions from being implemented. It was not until January, 1988 that funding was allocated for initial implementation activities, but even then districts received only 20% of the estimated State share of matriculation's operating cost. In the 1988-89 academic year, funding from the State increased to approximately 60% of the state's share of operating costs, and in the 1989-90 fiscal year, matriculation was funded by the state at the level originally identified as the State's share of full implementation. It should be noted, however, that state funding for matriculation is intended to cover just 25% of the overall cost of the process. Local districts are required to fund the remaining 75%, with many districts providing fiscal support at levels well above the legal minimum.

Matriculation Purpose and Goals

The purpose of the matriculation process is well-defined in the legislative intent statement which is part of the Seymour-Campbell Matriculation Act of 1986. The legislature noted a concern for ensuring equal educational opportunity for all Californians. It also indicated that this purpose is best accomplished by providing

students "with the information to establish realistic educational goals." Colleges are directed to "ensure that the matriculation process does not exclude students from receiving appropriate educational services at community colleges." Moreover, colleges are to formulate sets of educational services "necessary to optimize their (students') opportunities for success."

The Board of Governors was mindful of these purposes in developing its 1987 Student Matriculation Plan. They framed two facets of the matriculation task: student success and institutional effectiveness. The matriculation unit of the Chancellor's Office, California Community Colleges has described these two primary goals in their report on third-year implementation:

> *Student success* requires that the institution assist students to make educational choices by utilizing multiple assessment measures for course placement advice and a conscientiously applied supportive service strategy. Through comprehensive orientations in which educational programs, facilities, resources, and support services are described, students are made aware of the institution's commitment to student achievement. This achievement is further aided by the institution's interaction with the student to strengthen motivation, provide frequent feedback on students' performance and generally encourage students to define educational goals that may be realized with effort and supportive assistance.
>
> *Institutional effectiveness* is determined by the effective and efficient use of the institution's resources as well as the resolve to provide additional resources as needed. In this regard, the retention of students is achieved, in part, by the institution's efficient delivery of services and programs coupled with appropriate curricular changes and development. This strengthening of the institution through an effective matriculation process extends to the increased ability of the districts and colleges to:
>
> 1. Identify the educational needs and objectives of students via the assessment process and use of the student educational plan;

2. Assure that campus supportive services are fully utilized by students;

3. Increase the participation and incorporation of all students, regardless of their educational preparation and consistent with the mission of the community colleges;

4. Provide sufficient staff to meet student needs;

5. Develop a program of institutional research and evaluation that will identify the extent to which the matriculation process contributes to students' and institutions' successful achievement of their objectives; and

6. Increase the opportunities for instructional faculty to interact in their classes with students who are motivated to learn and properly assisted when making their course selections appropriate to their skills and academic potential.

Components of Matriculation

The matriculation process consists of seven components. Five of these deal with services provided directly to students and intended to enhance possibilities of student success; and two relate to colleges and districts improving institutional effectiveness by developing capabilities for evaluation, coordination, and training.

Admissions: For this component, AB 3 simply specifies: "Processing of the application for admission." The Board of Governor's Plan has further elaborated this by indicating that new student information should be maintained in a manner such that it can be used in "fulfilling the purposes, goals and accountability expectations of this plan." Such additional purposes might include: initial collection of student information such as an applicant's need for support services; exemption status; referrals to other college services and resources; and support of the registration process. Modified or alternative admissions services should be provided (if necessary) for ethnic and language minority students and students with disabilities.

Orientation: In fulfillment of this component, students are to be provided a timely explanation of academic and vocational programs, an understanding of the college's procedures with respect to student and staff conduct, locations of facilities and services, and transfer and career opportunities. In addition, students are to be given a description of their rights and the method by which they may file grievances. Students should receive explanations of academic expectations, their obligations to the institution and the mutual responsibilities of the college and student. While new students are generally the focus of orientation, it should be available to all students, including those continuing at the institution.

Assessment: The requirements of AB 3 direct colleges to provide services for assessing student competency in computational and language skills, to assist in the identification of students' aptitudes and interests, and to evaluate their study and learning skills. Moreover, Title 5 regulations specify that colleges use only approved assessment instruments and guidelines which are shown to not be culturally or linguistically biased. Finally, regulations require the use of multiple measures for placement purposes. For matriculation purposes, colleges are directed to assess students through a wide variety of methods and to consider such diverse measures as placement test scores, number of hours worked, number of semesters or quarters out of school, high school grade point average, transfer grade point average, type of English and/or mathematics classes successfully completed, and so forth.

Counseling/Advising: This component provides for contact between the student and professional staff (counselors, advisors and/or instructors) for the purposes of: interpreting and applying assessment findings; discussion of educational or personal concerns; and monitoring of and guidance toward the student's educational goals. A key element of this component is the required formulation of an individual student education plan (SEP) for each non-exempt student. The SEP is to specify the courses, programs and services required to achieve the student's stated goal. The plan is to be reviewed regularly to "ensure that it continues to accurately reflect the

needs and goals of the student."

Follow-up: AB 3 specifies that colleges shall provide "post-enrollment evaluation of each student's progress." This is augmented by Title 5 regulations that mandate the establishment of follow-up systems for regular monitoring to detect early signs of academic difficulty. Detection of difficulties should lead to appropriate referral to courses and services. Colleges may use an array of mechanisms for monitoring students' progress.

Research and Evaluation: This component requires colleges to establish "a program of institutional research for on-going evaluation of the effectiveness of its matriculation process" (Title 5). Colleges are asked to consider the impact of the matriculation process on such things as: courses, programs, and facilities; definition of student educational goals; assessment of student educational needs; and various indicators of student success. These research studies should also help colleges to evaluate matriculation services and to identify areas in which improvement is needed and/or where a greater allocation of resources should be considered.

Coordination and Training: The coordination component consists of the efforts to involve the broadest possible range of college staff and students in designing, implementing and evaluating matriculation services. Districts/colleges have been asked to select and assign a staff person to be responsible for coordinating the matriculation process. Hand-in-hand with the coordination aspect is effective training. Title 5 regulations state that: "Each community college district shall develop and implement a program for providing all faculty and staff with training appropriate to their needs on the provision of matriculation services." Districts and colleges may address this need in a variety of ways.

Matriculation Evaluation Procedures

Beginning in 1990-91, the Chancellor's Office began the process of on-site evaluation

of matriculation programs. College selection was based upon the accreditation calendar; colleges were selected for evaluation if this was the academic year prior to their accreditation self-study year. The intent was to provide useful information to assist colleges in their subsequent accreditation activities. A listing of the eighteen colleges, by region, is to be found in Appendix A. From this group, six colleges participated in a matriculation review as a part of a comprehensive program evaluation which also examined Extended Opportunity Programs and Services, Disabled Student Programs and Services, the Board Financial Assistance Program, and the Vocational Education Act. In addition, twelve colleges participated in an evaluation focusing only on matriculation.

Evaluation Purposes: Matriculation evaluations, including those which were a part of comprehensive program evaluations, were designed to examine the implementation and overall effectiveness of the matriculation program. The evaluation process had four main purposes:

1. To provide formative evaluation information to the colleges regarding the matriculation program's implementation, and to assist the colleges in strengthening the program;

2. To provide the colleges with detailed, useful, and timely information on the matriculation program, for use in the colleges' accreditation self-study process;

3. To provide the Chancellor's Office with detailed information on the implementation of the matriculation program at individual colleges, and with information that can be aggregated for required state-wide reporting (e.g. annual reports to the legislature; reports to the Board of Governors, CPEC, and other agencies); and

4. To provide staff at individual colleges the opportunity to exchange ideas and experiences with Chancellor's Office staff and with their colleagues from other colleges on the review team.

Team Selection: In 1990-91, matriculation evaluations were conducted by teams of professionals ranging from three to six members. The number of members on the team was determined in large part by the size and complexity of the matriculation process at the college under review. A staff member from Educational Evaluation Associates participated on every team, most frequently as team leader. A staff person from the Matriculation Unit of the Chancellor's Office participated as a member of the team in several of the evaluations conducted in the early part of the year, and later in the year as an observer on each visit. Team members were chosen so as not to be from the same region as the college they were reviewing and were carefully screened to avoid situations of potential conflict of interest, either positive or negative. The most frequent kinds of positions represented by team members were deans, vice presidents of student services, matriculation coordinators, and directors of counseling and guidance. However, a number of other college-associated positions were represented as well. Team members during the 1990-91 review year came from 48 different colleges.

Preparation for Site Visits: Careful preparation was an important part of the matriculation evaluation review process. When all parties in the evaluation share clear expectations about the purposes of the review and the procedures involved, it is more likely that the review process and findings will yield thorough, accurate information and will have beneficial results. The representative from the Chancellor's Office and FEA staff shared responsibility for communicating with colleges prior to the visit to clarify requirements, site and scheduling arrangements, and respond to questions and concerns. Most importantly, the names of appropriate college staff members were acquired well prior to the visit, and appointments were scheduled with specific relevant evaluation team members, in line with each's assigned responsibilities for the visit.

Individual team members also engaged in a good deal of pre-site visit study and preparation. In each case the college's approved matriculation plan was provided along with updates for revision, annual progress reports, and a variety of college supplied material (Student Educational Plan forms, brochures, announcements, program descriptions, etc.). Each team member also received a team member handbook to provide a guide to on-site procedures and their specific responsibilities (see Appendix B).

Timeline: On-site evaluation visits were conducted between September 25, 1990 and May 24, 1991. Matriculation evaluations typically began on Tuesday noon with a meeting of the matriculation team for a briefing by the team leader and a discussion of individual responsibilities. The evaluations typically concluded with an exit interview early Friday afternoon. Teams typically conducted interviews and observations during the 8-5 workday, with evening meetings for coordination of findings and team write-up. A sample time schedule for visits is presented in Appendix B.

Site Visit Procedures: The site visit was intended to allow the team to gain further insights into the operation of the matriculation process. The team would have already reviewed program plans, updates, revisions and annual progress reports, as well as other materials. The site visit provided an opportunity for extensive interviewing and for a review of files and other documentation available on campus. Team members were guided not only by each college's own plan, but also by the Title 5 regulations and the Board of Governor's 1984 and 1987 plans for matriculation implementation, as they relate to each of the matriculation components. Specific steps of the matriculation on-site visit are described in the following nine activities:

Activity 1: Matriculation Team Briefing

The matriculation team met at Tuesday noon of each visit to re-iterate areas

of individual responsibility, further define procedures, and clarify areas of concern.

Activity 2: Introductory Meeting with College

Team Members met with appropriate college staff to introduce themselves and explain the purpose of the visit. The team leader made this presentation.

Activity 3: Introductory Meeting with College President

If the President had not been present at the earlier meeting, representative team members, usually including the team leader, met with the President (or person designated to act on his or her behalf) to introduce themselves, discuss the purpose of the visit and to confirm the schedule for the exit interview.

Activity 4: Review Matriculation Program with Director

Team Members and observers met with the matriculation coordinator to identify the college staff responsible for various matriculation activities and functions in order to assure that the appropriate individuals would be interviewed, and to obtain a complete overview of matriculation.

Activity 5: Staff and Other Interviews

Each team member was assigned responsibility for one or two matriculation components and conducted interviews in line with those information needs. Each member typically conducted 10-15 interviews.

Activity 6: Team Meetings to Discuss Findings

Throughout the site visit, team members met informally to share their insights and findings. They discussed schedules and identified issues requiring further clarification. The team leader had leadership responsibility for these meetings.

Activity 7: Team Meeting to Prepare Summary and Recommendations

Team members typically met on Thursday afternoon and evening to prepare a written summary of findings and recommendations.

Activity 8: Pre-Exit Interview with Matriculation Director

Team Members met with the Matriculation coordinator early on the Friday of the site visit to present complete Matriculation findings and recommendations (10-12 pages). The Matriculation coordinator was provided with the opportunity to offer comments. The Team discussed the Matriculation coordinator's suggestions and in some cases made slight revisions in the summary.

Activity 9: Pre-Exit Interview with President

The team leader and additional appropriate team members usually met with the President to present a summary of findings and recommendations. Based on the President's comments, revisions may have been made in the summary statement.

Activity 10: Exit Interview

Team Members met with all appropriate college personnel to present a full summary of findings and recommendations.

Chapter Two
Matriculation Evaluation: Findings and Recommedations

The matriculation reviews were intended to serve a number of general purposes. In light of the required full implementation deadline of June 30, 1991, two of these purposes are particularly relevant: to help improve the matriculation process at individual colleges and to identify general strengths and weaknesses across colleges statewide. This section presents a summary of the findings which program review teams delivered to the 18 sites reviewed during 1990-91. The summary describes typical, recurring situations and themes rather than idiosyncratic conditions on individual campuses. The focus is primarily on areas of needed improvement and is derived largely from recommendations made by review teams.

Review teams matched the operations of each process with matriculation plans the college had submitted to the Chancellor's Office and with the standards set forth in Title 5 and AB 3. Where there were discrepancies between actual operations and the proposed activities in the plan or where a matriculation process was clearly out of compliance with state regulations, the review team prepared recommendations for improvement. During the course of a review, a team did not deliberately compare one college's process with another. Although each review was highly individualized, when the year's findings and recommendations are taken as a whole, some generalizations can be made about consistent strengths and weaknesses across colleges.

To identify common features, findings and recommendations for all 18 colleges were compiled according to each of the seven matriculation program components: admission, orientation, assessment, counseling and advisement, student follow-up,

coordination and training, and research and evaluation.

- ***Most colleges have made substantial progress, but at each there were some components requiring additional development.***
- ***In general, admission, counseling, and orientation components were most thoroughly developed.***
- ***Assessment (beyond initial placement testing), student follow-up, coordination and training, and research and evaluation were most often the weakest components.***

These findings are certainly not surprising considering that many colleges have built matriculation processes around long-standing admissions and counseling functions, and key matriculation personnel are often drawn from these areas. On the other hand, the integration of all components, including assessment, follow-up, and research and evaluation, into a comprehensive matriculation process across instructional departments and student services is a relatively new endeavor for most colleges.

- ***Additionally, it must be kept in mind that no college was required or expected to have a fully implemented matriculation process in place until June 30, 1991.***

The following sections, organized according to matriculation components, outline consistent problems found at the 18 colleges.

Coordination and Training

Although Title 5 and AB 3 specify only that "a college will develop and implement a program for providing faculty and staff with training appropriate to their needs with respect to providing matriculation services," the review teams found that the quality and degree of matriculation implementation was directly related to broader coordination and management issues. Thus, the Chancellor's Office designation of the Coordination and Training component provided opportunity to not only

examine training activities, but the management structure supporting the matriculation effort as well.

COORDINATION AND TRAINING COMPONENT

Component Standards

Develop and implement a program for providing all faculty and staff with training appropriate to their needs with respect to provision of matriculation services.

1. Admissions
2. Orientation
3. Assessment
4. Counseling/Advisement
5. Follow-up
6. Research and Evaluation

Authority and Responsibility: ***Not fully resolved***

Fourteen of the sites had not fully resolved the question of where to vest authority and responsibility for managing a cross-disciplinary program such as matriculation. At least three sites had ambiguous management structures where no single individual coordinated matriculation. More commonly, a counselor -- often the director of counseling -- served part-time as the matriculation coordinator and reported to a dean or vice president of student services. The coordinator positions rarely carried formal authority over instructional and student services decisions and often carried enormous work loads. The more

successful coordinators relied heavily upon personal leadership and communication skills and long-standing constructive, credible relationships with faculty and staff as they attempted to fulfill the requirements of state regulations across campus.

Matriculation Advisement Committees: ***Involvement varied***

All of the colleges had Matriculation Advisory Committees, but the level of committee involvement varied greatly. Eight campuses had active committees which met regularly and were broadly representative, four had active committees composed mainly of administrators, and the remaining six had relatively inactive advisory committees.

Training: ***Need to clarify purposes and processes***

At fifteen colleges, review teams found a need for improved cross-campus training to clarify matriculation purposes and processes. Even those individuals directly involved in matriculation components did not have a clear and consistent understanding of the overall process and where their efforts fit.

Formal Matriculation Policies: ***Not yet established at some colleges***

Review teams recommended at nine colleges that district governing boards formally adopt policies regarding matriculation in line with the requirements of Title 5. The lack of written and formally adopted policy statements often added to the confusion on campus about the purposes and processes.

The review teams also found a number of issues which cut across several matriculation components on a majority of campuses. Criteria for student exemption from matriculation components were either unspecified, ambiguous, or inconsistently applied at 14 colleges. At these campuses, the review teams specifically noted that students were not clearly and systematically informed of their rights and responsibilities

Student Exemption: ***Clarification and communication required***

to participate in matriculation activities. A common recommendation found in the team evaluation reports was that districts should adopt and implement written statements defining procedures for students to challenge matriculation regulatory provisions, for the investigation and attempted resolution of complaints, and for the methods by which the district maintains records of such complaints.

Alternative Services: ***Need greater attention to services for students with special needs***

At least six campuses received general suggestions to develop a coordinated set of alternative services for ethnic and language minority students and/or students with disabilities. (This does not necessarily mean that such services were well- established at the other 12 colleges.)

Admission

Admission Activities: ***Generally well-developed and in compliance***

Overall, admission activities were among the most fully developed components and in compliance with state regulations. Component standards for the admission component were generally adhered to.

ADMISSION COMPONENT

Component Standards

1. Provide a procedure for the processing of the admission applications.
2. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.

Application Procedures: ***Well-implemented; some revision necessary***

Application forms had been revised or were in the process of revision at almost all sites as campuses responded to state information reporting requirements. In instances where recommendations were made by review teams, they called for a need to change applications to scannable forms, add information to identify student characteristics and exemption criteria, create uniform district applications, or otherwise streamline data processing. While some recommendations addressed expanded application procedures, several colleges already showed evidence of improving their admissions components by expanding application options through phone-in registration, extended hours, and longer open registration periods.

Bilingual Staff: ***Further need cited***

A common observation offered by review teams was that bilingual staff may be needed in the admissions areas to accommodate the growing number of language minority students. The usual practice was to call upon student services staff with second language capabilities to help out during peak registration periods. However, this alternative appeared to create a growing burden on the bilingual staff who were not ordinarily assigned to admissions offices, and the practice did not respond to the ongoing need for bilingual services in admissions during the rest of the year.

Review teams also indicated that additional training was often needed to keep admissions staff informed about the complete matriculation process. Temporary staff who worked during peak registration periods were not always well informed about exemption criteria which they were called upon to apply.

Orientation

Orientation components varied greatly in quality across the 18 colleges, from weak programs with very few students participating to comprehensive orientations delivered in multiple modes to a majority of the students. Component standards specify types of information to be provided to students, adoption of policies and procedures for exemption from orientation services.

ORIENTATION COMPONENT

Component Standards

1. Provide students and potential students with information concerning college programs, services, facilities and grounds, academic expectations, and institutional procedures in a timely manner.
2. Provide written definitions informing students of their rights and responsibilities.
3. Promptly inform students of their right to appeal requirements of any prerequisite based on the unavailability of the necessary course.
4. Inform students of procedures for alleging unlawful discrimination.
5. Provide students with or direct them to written district procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which the district maintains such complaints.
6. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
7. Adopt District governing board policies specifying criteria for exemption.
8. Make exempted students aware that they may choose whether or not to participate in **this component**.
9. Ensure that exemptions from this component are not based upon a sole criterion.

Orientation and Assessment: ***Very well linked***

In our review, we found that all but one campus had moved to link orientation and assessment so that both processes might occur in a timely fashion at the beginning of the semester and provide information to help students register for appropriate classes.

Specialized Orientations: ***Available; Need to be expanded***

The review teams also found that at almost all campuses, specialized orientations were provided for students in EOPS and DSPS in addition to the general college orientation. On the other hand, specialized orientations for language minority students were rarely available.

Student Orientation: ***Systematic procedures; need to be further standardized***

Review teams frequently identified a need for a comprehensive student handbook which would include a statement of student rights and responsibilities regarding matriculation. Such a handbook would also assure greater consistency in the information students received at sites where a variety of orientation modes were offered. For example, at several campuses students could participate in orientation through viewing a video, participating in small group sessions, or meeting with counselors or faculty advisors. The information provided through these options was rarely the same. Handbooks, when they existed, at least provided a common core of information no matter which orientation mode a student used.

Very few of the campuses evaluated their orientation activities or tracked student participation in the component. Therefore, it was difficult for the review teams to judge how successful the activities had been.

Assessment

Component standards consistent with AB 3 and Title 5 provide a framework for selection and appropriate use of assessment instruments. However, many colleges with assessment practices in place long before matriculation was established have retained attitudes about assessment and placement testing, as well as procedures and test instruments, which do not comply with the new state regulations or legislative intent.

ASSESSMENT COMPONENT

Component Standards

1. Conduct assessment for all non-exempt students.
2. Administer assessment instruments to determine student competency in computational and language skills.
3. Assist students to identify their aptitudes, interests, and educational objectives.
4. Evaluate students' study and learning skills.
5. Use assessment instruments approved by the Chancellor.
6. Use assessment instruments only for purposes for which they were developed or validated.
7. Use multiple measures (other than two or more highly correlated instruments) for placement, required and appropriate referral, or subsequent evaluation.
8. Use assessment instruments, methods, or procedures in an advisory manner in the selection of academic courses and educational programs.
9. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
10. Adopt District governing board policies specifying criteria for exemption.
11. Make exempted students aware that they may choose whether or not to participate in **this component.**
12. Ensure that exemptions from this component are not based upon a sole criterion.

Assessment Instruments: ***Consistency found***

The review teams found some consistency in the assessment instruments used across campuses. Where the review reports mentioned specific instruments, the following were most commonly used: for mathematics, the CSU/UC Mathematics Diagnostic Test Project instruments, the Sequential Test of Educational Progress, and the College Board APS test of computational skill, often in combination with locally developed instruments to test algebra and higher mathematics skills. For language assessment, colleges tended to select among the College Board APS tests in reading and writing, the CGP English and reading tests, and the Nelson Denny Reading Test. Locally developed 30 minute writing samples were usually used in an appeals process or as a diagnostic tool after students had been recommended or placed into particular courses.

Multiple Measures: ***Greater attention required***

The team found that in many cases, assessment was still interpreted narrowly in terms of establishing language and mathematics test scores for placing students in classes rather than more broadly in terms of utilizing multiple measures of student needs and capabilities in order to recommend course alternatives. This component -- one which most directly involves both instructional and student services divisions -- also required the greatest communication and leadership skill from matriculation coordinators. This task was made more difficult since coordinatiors were often counselors with little vested administrative authority. Contrary to Title 5 regulations, tests were used as the sole criterion for placement in language and/or mathematics at 11 colleges. Even at six sites where multiple measures were available for advisory placement, test scores were given most weight. Other pieces of information about students tended to come after registration or

were not readily available to counselors or faculty who assisted students in the educational planning.

Other Recommendation Areas:
- *Validation of tests*
- *Required emphasis on advisory placement*

Review teams made recommendations in the following areas to a majority of campuses visited. Tests used for placement and courses used as prerequisites had not yet been completely validated at any of the sites. Contrary to Title 5, tests were used for mandatory placement rather than as advisory tools at 11 sites. In some of these cases, the policy was to advise placement, but in practice, students were not informed of their rights to challenge, and placement tests were actually required.

ESL testing demonstrated few patterns from one campus to the next. In most cases, language minority students followed the same assessment procedures as all other students and only were referred for special language assessment after failing the standardized English versions or after being placed in a second language program. At a few colleges, review teams found that ESL students had been forced to change their class placement after having enrolled. This practice is out of compliance with Title 5. Instruments most often used in ESL testing were the Secondary Level English Profile Test (SLEP), the Basic English Skills Test (BEST), and/or locally developed measures. Matriculation coordinators at campuses with large and growing populations of language minority students were aware of the problems with assessment but not all had yet fully implemented systematic procedures to address the need.

Counseling

Language contained within AB3 and Title 5 provided guidelines for a number of component standards related to the counseling/advising component (see below).

COUNSELING/ADVISEMENT COMPONENT

Component Standards

1. Make appropriate referral(s) to available support services.
2. Provide advisement concerning course selection.
3. Make reasonable efforts to ensure that probationary non-exempt students participate in counseling.
4. Make reasonable efforts to ensure that non-exempt students without a declared educational goal participate in counseling.
5. Make reasonable efforts to ensure that non-exempt students enrolled in pre-collegiate basic skills courses participate in counseling or advisement.
6. Make counseling or advisement available to all non-exempt students.
7. Provide counseling or advisement by appropriately trained counselors or staff in areas deemed appropriate by the district.
8. Provide assistance in the development of the student educational plan.
9. Record the student educational plan in written or electronic form.
10. Review, as necessary, the student educational plan, its implementation, and its accuracy related to students' needs.
11. Promptly inform students of their right to appeal requirements of any prerequisite based on the unavailability of a course.
12. Inform students of procedures for alleging unlawful discrimination.
13. Provide students with or direct them to written district procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which the district maintains such complaints.
14. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
15. Adopt District governing board policies specifying criteria for exemption.
16. Make exempted students aware that they may choose whether or not to participate in **this component.**

Standards for this component provide a great deal of specificity about services to be provided, populations to be served and procedures for both providing services and informing students.

Counseling Component: ***Generally well-developed***

Counseling components tended to be well-developed on most campuses visited, and new matriculation requirements were being addressed to greater or lesser degrees. Review teams found the following four problem areas recurring across the sites.

Counseling Departments: ***Understaffed***

First, many campuses were experiencing rapid population growth and stagnant or reduced budgets. In the light of this growth as well as additional matriculation-related duties, counseling departments reported being understaffed and unable to provide services as fully as required. Review teams confirmed this finding.

SEPs: ***Incomplete implementation***

Student educational plans constituted a second problem. As a rule, few students completed, much less reviewed, SEPs with counselors. Filing and access systems were rarely efficient, or adequate, and electronic systems tended to be underutilized. Staff reported that software was not "friendly" enough or they preferred using paper filing systems.

Student Participation in Counseling: ***Needs to be more broadly extended***

A third problem noted was low participation in counseling among students without a declared educational goal, students in pre-collegiate basic skills courses, and/or probationary, non-exempt students. This deficiency was noted in the program reviews of 12 colleges. Although most campuses had in place some system to contact probationary students, the contacts often came well after a student was in trouble and there was no

evaluation of how effective the interventions had been.

Faculty Advisement: ***Generally, highly commended; needs better coordination***

A fourth area mentioned in several review reports was faculty advisement. Overall, faculty advisement was highly commended. However, in each case, review teams cautioned that close coordination and communication should be maintained between counseling staff and faculty advisors to assure that students receive accurate, timely information, that faculty have a clear understanding of their role responsibilities, and that they are given access to the information they need to advise students.

Student Follow-up

Standards designed to satisfy legislation and regulations for this component require the development of a follow-up system to monitor all credit students' academic progress and assure appropriate referrals, if required.

STUDENT FOLLOW-UP COMPONENT

Component Standards

1. Provide post-enrollment evaluation of each non-exempt student's academic progress enrolled under specific academic conditions.
2. Establish a follow-up system that ensures regular monitoring for early detection of academic difficulty.
3. Make referrals to appropriate services/curricula as necessary.
4. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.

Follow-up: ***Generally, one of the least well-implemented components***

Follow-up was one of the least well-implemented matriculation components across the 18 sites. The most fully implemented systems alerted all students early in the semester through electronic mailings; they involved faculty; they were coordinated with all categorically funded groups; and they offered specific recommendations to students for their improvement.

Early Alert Systems: ***Not widely implemented except for EOPS, DSPS and athletes***

Early alert systems (procedures for monitoring student progress) had been established for all students at eight colleges. The evaluation teams found that the remaining sites either had no follow-up system in place or had ineffective, incomplete procedures. This was particularly significant in light of the Title 5 requirement to contact probationary students, students without a declared educational goal, and students in pre-collegiate basic skills classes.

In contrast, most campuses had well-developed, even model follow-up procedures for specific groups of students such as EOPS, DSPS, and athletes. In most instances, these follow-up procedures had been in place prior to the implementation of the matriculation process.

The effectiveness of follow-up procedures had not been determined by any of the campuses although several had proposed evaluation systems for the future.

Research and Evaluation

RESEARCH AND EVALUATION COMPONENT

Component Standards

1. Establish and maintain institutional research for evaluating efficacy of matriculation services and remedial programs and services.

2. Evaluate all assessment instruments to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner.

3. Determine whether any assessment instrument, method, or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age or disability.

4. Analyze degree of matriculation's impact on courses, programs and facilities.

5. Analyze degree to which matriculation helps students to define their educational goals and objectives.

6. Analyze extent to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades, and goal attainment.

7. Analyze degree to which matriculation assists district efforts to assess educational needs.

8. Analyze degree to which matriculation matches district resources with students' educational needs.

9. Analyze degree to which matriculation refers students to specialized support services and programs.

10. Determine ethnicity, sex, and age of credit students.

11. Determine proportion of students of ethnic, gender, age and disability groups **placed** in pre-collegiate, associate degree-applicable, or transfer courses in reading, writing, computation, or ESL.

12. Determine proportion of students of ethnic, gender, age and disability groups who **enter** and **complete** pre-collegiate basic skills courses.

13. Determine proportion of students of ethnic, gender, age and disability groups who **complete** pre-collegiate basic skills courses and who **subsequently enter** and **complete** associate degree-applicable courses.

14. Record number of students exempted by category and grounds for exemption.

15. Maintain numbers of students filing complaints and the basis of complaints.

16. Document particular matriculation services received by each non-exempt student.

A large number of component standards for research and evaluation are indicated by the wording included within AB3 and Title 5. These standards suggest a number of types of data to be systematically collected and kinds of analyses to be performed (see above).

Implementation of Component: ***Generally, little progress***

In general, the 18 campuses as a whole had made little progress implementing the research and evaluation component. Nine campuses had established virtually no research and evaluation component. Review teams consistently noted four factors that hindered the implementation of systematic research and evaluation activities.

Use of Research and Evaluation: ***Lack of commitment to utilization***

The first -- and most critical -- hindrance to the implementation of this component was the lack of commitment to utilizing research and evaluation information to inform decision-making and to improve program development. Without this commitment and understanding on the part of college administrators as well as matriculation staff, this component appears destined to remain a low priority, and research and evaluation will be driven by the requirements of state reporting agencies rather than by questions posed by local campus decision makers. At only six colleges did review teams feel that there appeared to be a commitment to use of research and evaluation information.

College Data Base: ***Not adequate***

Matriculation staff cited the lack of an adequate data base as a second hindrance to research and evaluation. In most cases, an adequate data base existed to address many of the research and evaluation questions posed by Title 5, but access was limited or

discouraged. Ten colleges reported that they were either changing their computer system, installing new software, or that data entry from other matriculation components was incomplete. Two indicated that they had access to campus information but that they did not have access to information in the district data base. Two administrators of student services responsible for matriculation felt that if they had direct access to electronic data bases, they could generate reports to address questions relevant to matriculation.

Assigned Responsibility: ***Not usually designated***

A third problem: there was no position or individual designated to be responsible for research and evaluation at ten sites. In some of these cases, interested faculty pursued specific questions -- usually related to validating placement tests, validating course prerequisites, or to describing the demographic characteristics of students in specific programs. The faculty researchers have rarely been asked or assigned to addressing questions involving long-range planning or the institution as a whole.

Information Reporting: ***Not sufficiently user-oriented***

A fourth hindrance to research and evaluation was the manner in which information was reported. Even where an institutional researcher directed the efforts, reports tended to be highly numerical and abstract and not carefully focused on issues of interest to faculty and staff nor reported in language or formats that easily applied to real-life decisions.

Chapter Three
Successful Matriculation Practices

The colleges under review in 1990-1991 had diligently prepared for their matriculation reviews, anticipating the implementation deadline of June 30, 1991. The review teams found college matriculation efforts at all stages of development. Some colleges had done very little to implement any component. At other sites, several components were completely in compliance with state regulations. At none of the 18 colleges were all components completely implemented.

• ***Overall, the review teams noted a number of effective aspects of particular components which might serve as examples for other colleges.***

These observations are presented in this section with a precaution. Although a component is commended, that is not to say that it was excellent in every respect. Rather, the citations presented particular aspects of the components which appeared effective.

Coordination and Training

The site visits revealed a growing, though not always well-articulated, commitment to the matriculation process among instructional faculty and staff. In significant part, this may be attributed to the efforts of the matriculation coordinators as well as the various campus administrations that have embraced the opportunity to expand the institutions' services to students. Some examples of this commitment include: conscientious efforts to ensure and increase student access to the colleges; faculty mentoring

programs; greater hiring or appointment (or both) of matriculation coordinators and college researchers; added information services for students; and increased awareness of the need to establish long-term policies and procedures that speak to the rights, obligations, protections, and responsibilities of students and districts/colleges.

> **Antelope Valley College**
> The President, Vice President of Student Services, and the Vice President of Instruction share a strong commitment to matriculation. The Matriculation Coordinator is widely recognized and respected among academic and student services faculty and staff for his knowledge, organizational skills, and vision concerning the program. All segments of the campus have been directly and continuously involved with matriculation through a variety of vehicles. A Matriculation Advisory Committee meets regularly and influences specific services. The Academic Senate, with whom the Coordinator works closely, has provided an excellent opportunity to foster faculty understanding of matriculation issues and to enlist their cooperation and participation. The Coordinator also works with division chairpersons and faculty committees, and he constantly fields individual questions about matriculation issues. All segments of the campus consistently reported that they felt well-informed through extensive written documentation as well. [Willard Lewallen,Director of Counseling, 3041 West Avenue K, Lancaster, CA 93536, Tel. (805) 943-3241]

Admissions

This was commonly a smoothly-run component that was increasingly utilized to gather student information that could be employed as data for assessment, follow-up, counseling, evaluation and research purposes. Additionally, as the introductory component to the institution, admissions was often the conduit by which referrals to services, programs and campus facilities were made. The majority of the colleges visited had strong admissions processes and were

paying increasing attention to the needs of the diverse student population that shifting demographics have sent to these institutions. There was also a visible increase in admissions materials printed in languages other than English at some colleges.

College of Alameda
The centralized admissions and records system gives a unique dimension to the admissions and registration process of the four Peralta community colleges. Information regarding Alameda's registration process and course offerings is disseminated along with those of the other three campuses in a combined schedule mailed to all households in the district. It is commendable that students are able to register at Alameda for classes offered by other colleges in the district. [Eric Terrell, Acting Dean, 555 Atlantic Avenue, Alameda, CA 94501, Tel. (415) 522-7221]

Saddleback College
There is an excellent working relationship between Admissions staff and matriculation staff. In-service by matriculation staff is on-going. Changes in the admissions application and the supplemental matriculation checklist have been made cooperatively through consultation between the two offices. The processing of applications for admission is done very efficiently. Mail-in registration accommodates those students who are unable to come to the college to register in person. Students interviewed by team members felt Admissions and Records had a positive effect on their enrollment.

Procedures for identifying new matriculants and making assessment appointments are a near-seamless part of the regular admissions process, and are handled in a consistent manner. All Admissions staff with whom we spoke were very knowledgeable about matriculation and its purposes and demonstrated a firm commitment to student success. The Admissions procedures include the referrals of ESL and potentially DSP&S- and EOP&S-eligible students to special matriculation services such as alternative assessments and bilingual counseling. Matriculation funding has been used very effectively to add bilingual

staff to the Admissions office, including during evening hours.

The two Admissions and matriculation staffs also work closely together to ensure that matriculants receive all initial matriculation services before they register for classes. [Ding-Jo Currie, Matriculation Coordinator, 28000 Marguerite Parkway, Mission Viejo, CA 92692, Tel. (714) 582-4970]

Orientation

Most colleges on the evaluation schedule were attempting to provide comprehensive orientations in a variety of modes. Some of the more innovative procedures in this area were aimed at increasing the students' incentives to attend orientation. For example, at one college, students who attend orientation are furnished with a free copy of the college catalog. At another, attendance at an orientation session will ensure priority registration. Additionally, greater numbers of colleges provide orientations on video for students who cannot attend regular sessions, and more is being done for students who require orientation in languages other than English, including meeting with bilingual personnel and more information printed in other languages.

College of the Desert
Orientation is delivered in several modes to meet a variety of student needs. At the beginning of each semester, a scheduled "event" orientation is offered, attracting over 700 students in the Fall and a smaller number in the Spring (200+ students). High school seniors are invited to the campus for a day-long Senior Information Activity. The Developmental Education Division and vocational counselor conduct a "transitional" orientation for pre-collegiate basic skills students to mainstream them to the credit curriculum. Also two weeks prior to registration, an Early Bird program is offered. In addition, an orientation

video is shown during the Assessment component. The EOPS, CARE, DSPS and Athletic Department staffs conduct additional orientation programs for their special populations.

The District staff is to be commended for their student-centered approach to the provision of orientation services. [Matt Monica, Interim Matriculation Coordinator, 43-500 Monterrey Avenue, Palm Desert, CA 92260, Tel. (619) 346-8041]

Compton Community College

Orientation is a strong component at Compton College. Students, staff, faculty and administrators appear to be proud of the one-stop enrollment process, and they were quite eager to explain the process to team members. The college takes great satisfaction in its enrollment process. There is a campus tour, orientation, placement testing, advisement and registration available three times a day during the approximately 3-week registration period. The process itself takes about 3 to 4 hours. This enrollment process has been in place for several years and all new students are encouraged to participate. [Dr. Essie French-Preston, Matriculation Coordinator, 1111 East Artesia Blvd., Compton, CA 90221, Tel. (213) 637-2660]

Saddleback College

The orientation component of matriculation is well-developed, efficient, and meets the Title 5 standards. General information concerning the college's programs, services, facilities and grounds, academic expectations, and institutional procedures are available in the college catalog, class schedule, and in the student handbook. Written procedures, guidelines, and appeal mechanisms have been included in all campus documents. There is also excellent cooperation from the Admissions and Records staff in making appointments for the testing groups. This cooperation and support is a critical element in the successful implementation of the later orientation component.

The counselors agreed that new students would best be served through Orientation/Advising ("O/A") group sessions and that continuing students would receive preference in scheduling individual appointments. The O/A sessions provide a hands-on workshop in which

counselors present the materials in an orderly, step-by-step manner. The sessions are well organized and serve as an exemplary mechanism for disseminating information to new students.

In the orientation presentation, counselors generally review the Student Handbook by explaining in detail the services, programs and procedures of the campus as described in the handbook. The Student Handbook is well-designed, easy to read, and includes necessary information for student success. The students are then divided into small groups to work on the Student Education Plans (SEP) and to develop their first-semester course plan. Depending on the group size, additional counselors may be included in this activity. Counselors review graduation requirements, articulation agreements with four-year colleges, review CSU and UC certification and transfer requirements, certificate program requirements and assessment interpretation in order to help students select appropriate first-semester courses. [Ding-Jo Currie, Matriculation Coordinator, 28000 Marguerite Parkway, Mission Viejo, CA 92692, Tel. (714) 582-4970]

<u>Mt. San Antonio College</u>
All new students receive a letter from the Director of Counseling and Matriculation that outlines matriculation requirements and criteria for exemptions. The letter also invites students to attend an orientation session. Students are offered four options for completing the orientation process: the Student Orientation Assessment Registration Seminar (SOARS); an "undeclared orientation" recommended for students who are not sure of their major; major workshops recommended for students who would like to know more about a specific major; and variable-unit guidance courses that provide orientation to college, educational planning, career exploration and interest inventories. SOARS fulfills both orientation and assessment requirements, while the guidance courses fulfill orientation and SEP-development requirements.

Orientation sessions are offered prior to enrollment and throughout each semester to "catch" students who missed previously offered sessions. Counselors conduct all orientation sessions and teach the guidance courses. Orientations are also offered in Spanish.

Mt. SAC has developed outstanding publications for orientation. Materials are comprehensive, user-friendly, and clearly address the matriculation requirements. During each orientation session, students receive a folder which includes an explanation of student rights and responsibilities, registration tips, available college programs, transfer/articulation information, a resource list, starting-a-new-semester tips, and a campus map. Students who participate in orientation receive priority registration. In Fall 1990, over 160 orientation sessions were offered.

Orientation efforts are facilitated by outreach to the local district high schools. Counseling staff's outreach responsibilities allows the college and the high school staff to coordinate efforts, resulting in better services to incoming students. Some student interviewees indicated that they decided to attend Mt. SAC as a result of the high school outreach program. [Dr. Kay Ragan, Director, Counseling and Matriculation, 1100 North Grand Avenue, Walnut, CA 91789, Tel. (714) 594-5611]

Merced College

The college has developed a pre-registration video which is not intended to take the place of orientation but to supplement it. The video contains sufficient information to assist students in understanding the use of assessment and the functions of the counseling and registration processes. The pre-registration video is offered during the period between the testing and the counseling appointment. [Pat Ladousier, Guidance Division Chair, 3600 M Street, Merced, CA, 95348, Tel. (209) 384-6000]

Los Medanos College

Los Medanos has linked orientation to assessment and advising so that a student may complete the initial three components in sequence on the same day. A counselor provides students with information concerning college programs, services, facilities, academic expectations, and institutional procedures. Student rights and responsibilities, including appeal procedures, are presented verbally by the counselors. Group advising provides students the opportunity to formulate their schedules. Once the group receives instructions from the counselor regarding interpretation of placement test scores and pertinent course information, students have access to

individual assistance from the counselor. Often, they are able to register immediately after the group advising sessions.

Students interviewed by the team stated that a great deal of information had to be covered in a relatively short period of time, and they found the Student Handbook to be helpful as a reference material. [Art Alatorre, Matriculation Manager, 2700 East Leland Road, Pittsburg, CA 94565, Tel. (415) 432-2181]

Assessment

A difficult component in which movement has been slow but ever-growing is assessment. The majority of the colleges visited had well-defined and long-established testing programs in which the vast majority of new students participated. With greater matriculation implementation, assessment measures beyond testing have been initiated. Recognition of the need to provide placement advice based upon multiple measurements, while still debated, is increasingly accepted and utilized.

Irvine Valley College

Faculty, staff, and administrators consistently understand placement test procedures and support their use. A large classroom and adjoining office have been set aside as a dedicated testing center on a campus where classroom space is at a premium. Particularly commendable are the "Late Start" basic skills classes scheduled to accommodate comprehensive testing and shifts in placement for learning disabled students.

There are five main areas in which students are assessed: new students are required to take the College Board's APS subtests in reading and writing; students who plan to take mathematics select the appropriate test in the Mathematics Diagnostic Testing Project (MDTP) set; students recommended for ESL complete both a written and oral test; and students in the Applied Psychology 100 classes assess their long-range goals and career interests. [Connie

Spar, Matriculation Coordinator, 5500 Irvine Center Drive, Irvine, CA, 92720, Tel. (714) 992-7000]

College of Marin

The Testing Office is staffed by a testing technician who performs a variety of testing services. Primary among these is placement testing. Placement testing for matriculation is well-organized, efficient and timely. Approximately 1150 non-exempt and 200 exempt students were tested for Fall 1990. Non-exempt, new and returning students take the CSU/UC Mathematics Diagnostic Testing Project (MDTP), the College Board Test of Standard Written English (TSWE), the Nelson-Denny Reading Test, and the CAPP survey. For English as a Second Language (ESL) placement, the Marin Community College ESL Admissions Test is administered in specially scheduled sessions. For tests administered at the beginning of the Student Success Workshop, results are available in 2-3 hours. All other testing results from drop-ins or those administered at the Indian Valley Campus are available within 24-48 hours. [Chris Schultz, Matriculation Coordinator, College Avenue, Kentfield, CA, Tel. (415) 457-8811]

Oxnard College

Pre-assessment guides are excellent. Students have sample questions available for them to practice. Students can also use these handouts to determine what level of test is appropriate for them to take in math. Additional samples of math problems are available at the bookstore. The pre-assessment bulletin also indicates the purpose of the assessment, some guidelines for who may need testing, and some counseling guidelines. [Ron Jackson, Vice President, Student Services, 4000 South Rose Avenue, Oxnard, CA, 93033, Tel. (805) 986-5800]

Victor Valley College

The assessment program is located within a large, well-equipped Counseling Resource Center in the Student Services building. The center also serves career, transfer, and re-entry needs. The assessment staff provide a short orientation process for test-anxious students.

Computerized, self-paced assessment is available on a walk-in, first-come, first-serve basis. Test administration usually requires one and a half to two hours. English and math instructors have been involved in setting

recommended cut-off levels for student placement. Since scores are used in program advisement and counseling, students are urged to take the tests as soon as possible after completing the admission application. Assessment results are available immediately following the testing session. Students receive their raw scores and a brief interpretation regarding course placement recommendations. Students are informed that the course placements are advisory.

Testing is available throughout the week; evening and Saturday testing arrangements are available by appointment. Computerized assessment is also available at the local high schools and at George Air Force Base. [Dr. Harry Price, Director, Counseling and Matriculation, 18422 Bear Valley Road, Victorville, CA, 92393, Tel.(619) 245-4271]

Counseling and Advising

Perhaps the most central component in the matriculation process, counseling and advisement was heavily utilized at each college visited. Due to the direct relation of this component to others (i.e., orientation, assessment, and follow-up), a good many resources were centered around counselors and advisors as well as the matriculation process itself. For the most part, personnel in this component were very committed to providing services to students, ensuring that some educational planning take place, and made referrals to appropriate services when needed. Greater numbers of bilingual counselors are evident on the college campuses and faculty advising is on the rise. While counselor assistance during course selection and educational planning were common at all colleges, counselors' roles varied significantly across the colleges and included: interpretation of test scores, providing orientation services, providing career assessment, teaching guidance classes, serving on matriculation committees, conducting follow-up, and tracking students. For

the most part, these roles are handled admirably in the majority of institutions visited.

Antelope Valley College

A substantial staff increase allows diverse services to be offered where counselors are both generalists and focus on individual specialities. The local access computer network which supports student services has also greatly expanded coordination and tracking of counseling services.

An effective Career Center was established and two certificated counselors work with that program. All students with undeclared majors are notified of the center's services and encouraged to use them. Students are also attracted to the center by such materials as the "Discover" assessment software available. A computerized articulation program allows students to receive copies of equivalent requirements between AVC and participating four-year institutions.

Counselors also offer special instructional programs. An Assessment Preparation Workshop is available for those taking the English exam(s). The workshop is a six-hour Saturday session which is intended to reduce test anxiety. A student success course has been established based upon the Master Student concept. High school seniors are enrolled in this course which is taught by a career counselor. Faculty Advisors work closely with the counseling staff to assist students in the business department and in athletics. [Willard Lewallen, Director of Counseling, 3041 West Avenue K, Lancaster, CA, 93536, Tel. (805) 943-3241]

Fullerton College

A special program has been established between counseling and the basic skills program which has been effective in providing access to counseling for this population of students. For each basic skills course offered in the English department, a counselor visits each section to provide students with information about college resources, student success factors, student development courses, classes available in reading and writing, and student rights and responsibilities. Students enrolled in basic skills courses in the math department make an

appointment with a counselor and are given specific tasks to accomplish during the appointment. [Jeanne Briesacker, Matriculation Coordinator, 321 East Chapman Avenue, Fullerton, CA, 92634, Tel. (714) 992-7000]

Kings River College
Individual and group counseling and group advising are required matriculation activities. During the formalized TOGA sessions, counselors and faculty work with groups of students in order to complete each students' first-semester schedule of classes. These classes are listed on the Individual Education Plan (IEP) and the Program Planning Sheet, and students are then permitted to register. [David Waring, Matriculation Coordinator, 995 North Reed Avenue, Reedley, CA, 93654, Tel. (209) 638-3641]

Victor Valley College
The Faculty Mentor Program is structured to assist in student retention. Twenty instructional faculty, representing 15 disciplines, are mentors. Matriculants receive a list of mentors during orientation sessions. Each mentor has received an eight-page outline of goals, activities and responsibilities. The mentors have also received articulation information to assist them in advising students. The program has ambitious goals which ultimately would allow instructional faculty to assist counselors with the full range of academic counseling, including the completion of SEPs. [Dr. Harry Price, Director, Counseling and Matriculation, 18422 Bear Valley Road, Victorville, CA, 92393, Tel. (619) 245-4271]

Follow-up

While many colleges needed to make substantial progress in this component, there were a number of instances of success. Follow-up procedures were available for students in special programs such as EOPS and DSPS. Early alert systems for monitoring student progress had been implemented for the general student population at a number of colleges.

West Hills College
West Hills College is able to provide follow-up counseling services to its students. Prior to registration each semester, all students must meet with a counselor and obtain a signature on the Schedule Request form. This registration requirement serves to guarantee that students will be advised in a regular and timely manner towards achieving their educational goals. It also ensures that probationary students, students without an educational goal, and students enrolled in pre-collegiate basic skills courses participate in counseling services, in line with Title 5 regulations. [Darlene Georgatos, Matriculation Coordinator, 300 Cherry Lane, Coalinga, CA, 93210, Tel. (209) 935-0801]

Research and Evaluation

Development of matriculation research and evaluation capabilities have been slow in coming at the colleges visited. Colleges simply do not have well-developed research and evaluation units and the call to do research on matriculation typically must first develop the appropriate infrastructure. However, there are a number of instances where substantial progress has been made. These include: development of student data bases, hiring institutional research staff, and completion of evaluation studies.

DeAnza College
The Office of Institutional Research is well-staffed and supported. In addition to research for DeAnza College programs, the staff also conducts research for the district and shares computer services costs with Foothill College. There are a large number of data elements in the student information services (SIS) file. These include a number of matriculation codes. Capacity to download data from the mainframe and to apply an integrated system to appropriate statistical treatments exists. These files are easily accessed and reports can be generated on demand. Subsequently, reports can be produced which enable DeAnza to comply with matriculation standards.

Information included in "Baseline Data Report: Students" addresses disproportionate impact, educational goals, student persistence, grade patterns and demographics as required by the standards. Research designed to measure student satisfaction with DSP&S and other college student support services was also conducted by the Office of Institutional Research. [Dr. Judy Miner, Assistant Dean, Matriculation Services, 21250 Stevens Creek Blvd., Cupertino, CA, 95014, Tel. (408) 864-5678]

Irvine Valley College

From 1988, when matriculation was formally launched at Irvine Valley College, some research and evaluation of matriculation services has taken place. An impressive student data base is available on the district's management information system, and it contains most of the relevant dependent and independent variables related to the impact of matriculation. An Irvine Valley College instructor, knowledgeable of both matriculation and research methods, has become the key evaluator for the program. He has worked closely with district data processing staff to access longitudinal data bases on Irvine Valley College students and has conducted a number of studies. He designed a survey of student needs which continues to add to the bank of student information. An analysis of assessment, orientation, and the AP100 class indicated that those processes are related to higher grades, higher course pass rates, and higher persistence rates. Some work has been done to assess the effectiveness of basic skills courses and to validate assessment instruments. Results of the studies are broadly distributed and easily comprehended.

Departmental faculty in Mathematics, English and ESL have been actively involved in selecting assessment instruments and cut-off scores as well as placement procedures. [Connie Spar, Matriculation Coordinator, 5500 Irvine Center Drive, Irvine, CA, 92720, Tel. (714) 559-9300]

Los Angeles Southwest College

The team strongly commends the L.A. Southwest administration for its commitment to a full-time institutional researcher position. One of its responsibilities has been to provide support for the research and evaluation activities of the matriculation effort. Since the

addition of the position to the college, there has been an abundance of requests for information from his office.

The institutional researcher is enthusiastic about his job and has the technical skills necessary to access and manipulate data. He has a good working relationship with the district office and a good understanding of how the district computer system works. With the help of the district office staff, he is currently working to access L.A. Southwest-specific data which will enable him to begin doing research and evaluation pertinent to matriculation. Since the college did not have the data readily available in the past, his task during the past year has been to create files which will be utilized for the purposes of matriculation as well as other research-related questions that come to his office. [Paula Banda, Matriculation Coordinator, 1600 West Imperial Highway, Los Angeles, CA 90047, Tel. (213) 777-2225]

Mt. San Antonio College

The team found that significant resources have been devoted to research and evaluation activities at Mt. San Antonio College. The Institutional Research Office is staffed by a full-time director, a full-time secretary, and by occasional hourly staff when special funding permits. College MIS provides extensive support in the form of on-going automated reports, analyses for special research projects, and occasional special assistance from a programmer with primary responsibility for matriculation.

Matriculation research efforts have yielded many detailed studies dealing with community demographics, student characteristics, student access and success, matriculation service use, transfer performance, and specific features of the Mt. SAC matriculation process such as waiver station practices. Some of these studies appear as part of the encyclopedic "Mt. San Antonio College Matriculation Study, Fall 1986 - Spring 1989," and its companion follow-up study. Others are presented as "focus studies" with a central theme or research question, and the team found these reports to be clearer and more useful because of their focused organization. Periodic reports to the entire college community are provided in "Insight," an excellent, brief presentation of selected research highlights. [Dr. Kay Ragan, Director, Counseling and Matriculation, 1100 North Grand Avenue, Walnut, CA, 91789, Tel. (714) 594-5611]

Appendix A

Matriculation Programs Reviewed in 1990-91

Matriculation Programs Reviewed in 1990-91

Region 3
Alameda
* Marin
Los Medanos
San Francisco

Region 4
* DeAnza

Region 5
Kings River
Merced
* West Hills

Region 6
Antelope Valley
* Oxnard

Region 7
Compton
Los Angeles Southwest

Region 8
Fullerton
Irvine Valley
Mt. San Antonio
* Saddleback

Region 9
* Desert
Victor Valley

* designates comprehensive program evaluations

Appendix B

Matriculation Evaluation Review Procedures

TEAM MEMBER'S GUIDE

to the

MATRICULATION EVALUATION

Compton College

May 14-17, 1991

This guide is designed to explain the matriculation evaluation to the review team member. It should familiarize you, as a team member, with the review process and help ensure that the site visit runs smoothly and effectively. The guide is divided into four parts. an overview of the evaluation process, including the site visit; a description of the review team; a description of the evaluation of the matriculation program and your role in it; and a suggested timeline for the site visit.

I. Overview

Beginning in 1990-91, the Chancellor's Office will use the fourth year of the six-year accreditation calendar (i.e., the academic year prior to the self-study year) as the time frame within which comprehensive program evaluations of EOPS/CARE, DSPS, BFAP, VEA and matriculation will be conducted. The evaluations will include site visits of all matriculation programs. At a selected number of colleges each year, the site visits will also include an operational, fiscal, and compliance review of the EOPS/CARE, DSPS, BFAP and VEA programs. (Please note that at Compton, only matriculation will be evaluated during the site visit.) This approach will provide the districts and programs a predictable, widely-used calendar on which to plan for the evaluations. It will also allow Chancellor's Office staff to better coordinate the site visits.

A list of the eighteen colleges whose programs will be reviewed in 1990-91 is attached. These are the colleges whose comprehensive accreditation visit will take place in 1992-93. Colleges and districts will be notified individually of the dates and scope of their program site visits.

The comprehensive evaluation process has four main purposes:

1. To provide formative evaluation information to the colleges regarding the programs' implementation, and to assist the colleges in strengthening the programs;

2. To provide the colleges with detailed, useful, and timely information on the programs, for use in the colleges' accreditation self-study process;

3. To provide the Chancellor's Office with detailed information on the implementation of the programs at individual colleges and information that can be aggregated for required statewide reporting (e.g., annual reports to the Legislature; reports to the Board of Governors, CPEC and other agencies); and

4. To provide program staff at individual colleges the opportunity to exchange ideas and experiences with Chancellor's Office staff and with their colleagues from other colleges on the review team.

The first step in the evaluation is the "program survey". All five specially-funded programs at all eighteen colleges will first be reviewed through a self-study that is based on a set of survey documents to be completed and returned to the Chancellor's Office several weeks before the site visit. The survey documents are designed to collect fiscal, operational, perceptual and outcome information about the programs and how the programs fit in with each other and the rest of campus operations. A summary of this information may be made available to you before or during the evaluation site visit. (Please note that the program survey of matriculation at Compton will collect only information on the funding of staff positions. All other information for the evaluation will be gathered on site by the team members.)

The second step in the evaluation is the site visit to the campus. Each of the eighteen colleges will be visited by a review team that is composed of selected field staff from matriculation programs and an independent evaluation consultant (Educational Evaluation Associates) contracted to assist the Chancellor's Office with the site visit. Each matriculation evaluation will be based on the program's new plan, any up-dates or revisions to it, and the annual progress reports; the "program survey" documents completed before the site visit; a review of files and other documentation available on campus;

interviews with administrators, staff and students; and observations (where possible) of program services and activities.

An oral report of the team's findings and recommendations on matriculation will be presented on the last day of the site visit. The report will contain component-specific and program-wide observations. A written final report will then be produced within one month of the site visit. Follow-up on the report and its recommendations, including the district's corrective actions (if any are needed), will be a shared responsibility between the district and the Chancellor's Office.

II. The Evaluation Team

The Chancellor's Office will pay for your travel expenses to and from the review site, and will provide a per diem to cover your hotel and meal expenses. However, these are on a reimbursement basis and may take up to three weeks after the visit to process. Please coordinate your travel and hotel plans with Peter White, Matriculation Specialist, in the Chancellor's Office, or with Annie Cofer, of Educational Evaluation Associates.

The size and exact composition of the review team will vary from one college to another, depending on the size of the college, the size of the program (e.g., number of staff and number of students served), and the range and complexity of the program's services. You will be notified of the size of the team on which you will serve, and the individuals on it, as soon as it is finalized.

Most of the team members who will evaluate matriculation will themselves be Matriculation Coordinators or other matriculation staff at other colleges. But the site review team will function as a single team, with each member having both component-specific and program-wide responsibilities. In this way, the team's structure and duties will closely resemble the college's own

structure, i.e., individuals who focus on one or more component while coordinating it with other matriculation services and college operations. This approach will also ensure that the final evaluation report contains both component-specific and program-wide perspectives and recommendations.

For the 1990-91 academic year, the Chancellor's Office has contracted with an outside consultant (Educational Evaluation Associates) to assist in conducting the matriculation evaluation site visits. The consultant will work with the Chancellor's Office to coordinate all pre-site-visit activities (letters, instructions, selection of team members, interview schedules, and communication with the campus); all on-site activities (introduction, team meetings, preparation of the oral report, presentation of the report); and the preparation of the written reports. This individual will also share data-gathering responsibilities with the other team members during the site visit, including staff and student interviews.

All team members will arrive the first morning of the site visit (Tuesday) and will have their initial team meeting at noon on campus. At 1 p.m. there will be an introduction of the team to the college administrators, program coordinator and other program-related staff; a planning meeting with the coordinator alone; and a general orientation to the college and the program under review. The remainder of the site visit is devoted to interviews, observations, and review of documents. There will be formal or informal meetings of the team interspersed as necessary. The exit interview takes place Friday afternoon, and the evaluation team returns home that afternoon or evening. A tentative schedule for the three-and-a-half-day site visit is attached.

The evaluation team may also be accompanied by an observer. This individual's role is to learn about matriculation programs and/or about the evaluation process. His/her participation in the site visit activities is usually

very narrow -- accompanying one or more of the team members and participating in a limited way in the interviews. Observers may be selected from among members of the Community Colleges Board of Governors, statewide advisory committees, legislative aides, Chancellor's Office staff, and other programs' administrators and staff.

A member of the Chancellor's Office Matriculation Unit staff will join the site visit team as an observer on the last two days of the site visit. He/she will sit in on the formulation of the team's findings and recommendations regarding matriculation, and will join the team at the exit interview on the final day. The staff member's role in the site visit is to "touch base" with the team members and with the program and college administrators, in case there are questions about the possible ramifications of the evaluation team's visit and findings.

While each of the team members may speak with slightly different groups of staff and students, and may concentrate on particular component areas, the success of the evaluation visit depends upon close coordination and interaction among all team members. The team will meet regularly during the course of the site visit, including informal discussions during the day and formal, structured meetings in the morning or evening. Team members have somewhat separate responsibilities and backgrounds, but their final product is a single evaluation and a single set of recommendations which embody their combined insight into the college's matriculation effort.

III. The Evaluation of Matriculation and Your Role in It

As a matriculation-related staff member, your role in the evaluation is particularly important. Your special program-related experience will bring a unique perspective to the team and to the college under review. You will share the responsibility with other team members for the program activity

review portion of the evaluation: for examining matriculation activities and staff assignments, comparing actual program services with planned services, actual outcomes with planned outcomes, and developing recommendations for improving future matriculation activities. Most of your duties take place during the site visit itself, but some pre-visit preparation on your part is required as well.

Before the Site Visit. Your job before the site visit is to familiarize yourself with all the materials that will be sent to you by the Chancellor's Office staff. These will include the matriculation plan of the program under review, any plan updates, annual progress reports, other available information about that college and its matriculation program, some general college materials (e.g., catalog, course schedule), and this guide.

The new matriculation plan will be the central document of the site visit for you and the other team members who focus on matriculation. All of your questions and interviews during the visit will be based on what is contained in the plan (and what is missing from it). Know it before you get to the college. Read it several times, and begin to formulate questions about the activities shown in the plan, the timelines, intended outcomes of each activity, and the staffing patterns of the program. Jot down these questions on your copy of the plan; they will help you greatly when it comes time to interview staff members and look through program documentation.

Several weeks before the site visit, the team chair will assign each team member one or two matriculation components on which to focus. Your staff and student interview schedule will be built around this assignment, and you will later be responsible for developing the team's written findings and recommendations in those areas. Wherever possible, the component assignments will be made in consultation with you and will reflect your background and interests.

There is no formal training program for evaluation team members. Most of what you will need to know is explained in this guide and will be amply reinforced "on-the-job" the first day of the site visit. If you have any further questions before the site visit, feel free to contact staff members of the Chancellor's Office Matriculation Unit.

During the Site Visit: Your Activities.

1. There will be a team meeting at 12 noon on the first day (Tuesday) of the site visit. This meeting will allow the team members to meet each other, to discuss the procedures to be followed during the visit, to review each other's component assignments and the respective interview schedules, and to share any initial impressions of the program based on the plan, progress reports, and so forth.

2. The Matriculation Coordinator will schedule an informal introduction (30-60 minutes) the first afternoon of the visit to provide you and the team with the opportunity to meet selected college staff and chat informally. This casual introduction to the program will give the team an opportunity to establish initial contact with members of the staff. It is important that all team members be recognized by program personnel, and this is an efficient and non-threatening way to accomplish this goal.

3. The next activity is a planning meeting with the Matriculation Coordinator. During this meeting, the team members will go through the college organizational chart and the matriculation plan with the Coordinator to determine interview and documentary sources for each matriculation activity or service.

Remember, your primary responsibility during the visit is to determine the extent to which each component is being implemented, so you will want to specify in this meeting which matriculation or other college staff members (including instructors) to interview to obtain this information. For some activities or services, the Matriculation Coordinator will be the person who can provide you with the necessary information; for other activities, it may be other staff members, administrators, counselors, instructors, or even off-campus individuals. This part of the planning meeting might be conducted as follows:

- Describe the strategy for interviewing and seeking information.

- For each component in the matriculation plan, determine where the information can be obtained and who would be the best person to discuss it with you.

- Ask the Coordinator and/or the matriculation secretary to schedule interviews. (In some cases, the interviews will have already been scheduled prior to the team's arrival, by the team chair or by Chancellor's Office staff member. If not, these arrangements might be made by the secretary while the team is touring the campus.)

There is a lot of information to be obtained during the site visit, and careful scheduling will ensure that nothing is omitted. While you and the other team members need not establish a complete agenda for the entire site visit this afternoon, it is best to schedule the important interviews in advance. This will ensure that all of the critical contacts are made.

4. The next activity is a general campus orientation. This includes seeing the matriculation office (if identified as such), a short tour of the campus, and an introduction to and brief meeting with the college President (if he/she did not attend the introductory meeting with you).

5. After the orientation, you and the other team members will get together to review interview tasks. (Note: the first informational interview with the Matriculation Coordinator should be conducted by all the team members together). Depending on the size of the program and the range of college staff to be interviewed, you may work part of the time with other team members and part of the time on your own.

6. The team members begin to gather and record data for the program activity review.

- The first interview is with the Matriculation Coordinator. Using the matriculation plan as a guide, the Coordinator will be asked to provide information about all of the activities and services for which he/she was earlier identified as an appropriate informant. For example, the Coordinator will probably be the person who has the most information about the campus-wide coordination of services. Proceed through all the components, discussing those items that are immediately within the Coordinator's knowledge. Two or three separate interviews with the Coordinator over the visit's three days may be needed to complete the information that he/she has to offer.

- During the rest of the first day, all of the second day, and half of the third day that you are on campus

(Tuesday, Wednesday and Thursday), the team members continue to gather and record data by interviewing other staff members and students. You should be recording information about actual levels of service, the way these services are being delivered, and noting any discrepancies between actual services and the plan's description of proposed services.

- Your interviews and observations should also touch on students served by program component. As you talk with matriculation staff, ask about the number of students served by each program component (estimates or, if available, specific figures) and how these service data are recorded and collected.

7. A final interview with the Matriculation Coordinator will be scheduled for you and the other team members for the late morning of your third day on campus (Thursday morning). At this meeting you will complete any missing "pieces" of the review. If time permits, you can also use this interview to discuss other issues or concerns that have emerged in your interviews to that point.

While your are interviewing, keep an open mind. Remember that you will not be able to understand the entire matriculation process, much less draw firm conclusions and recommendations about it, until very near the end of the visit. Also, do not try to impose your own concepts, or some ideal matriculation process, on the college that is being reviewed. Let people explain <u>their</u> concepts and <u>their</u> activities, and try to understand them in their own terms.

You can share ideas from your college, of course, but try not to do this until well into the evaluation visit. We are there to hear about <u>their</u> matriculation process. What you honestly believe to be "sharing" can easily be interpreted by staff members under review as "orders" or "impositions", and can turn out to be misconstrued and even resented.

8. Not all of the information that is necessary to complete the program activity review will be obtained from interviews. You will also examine records, review component documents, student files, and observe activities and services where appropriate.

9. As the site visit continues, there will be formal and informal team meetings to share impressions and initial findings, and to make adjustments in plans. These meetings may occur during the evening, at lunch, or at other times during the day. The purpose of such meetings is to compare impressions, determine if there are significant discrepancies in team member observations, and suggest areas for more intensive review. Such meetings are important. Sharing insights and concerns early on will allow team members to redirect their attention into areas that warrant further scrutiny.

10. After the team members have completed their individual activities, you will meet during the afternoon and into the evening of the third day (Thursday) to prepare the team's summary findings and formal recommendations for the exit interview.

First, there will be a meeting of the entire team, to review each other's tentative findings in each component. Then the team will divide into component-specific groups to develop the more detailed sections of the report. (In fact, you may be a one-person "group" for one or more components.) Each team member will write a two-to-four page summary of findings for each of the matriculation components assigned to him/her earlier. These will be reviewed and agreed upon by the other matriculation team members, and the whole team will agree upon recommendations where necessary. The team's sections will then be compiled into a complete report by the team chair.

Based on the findings, the team will make specific recommendations for program improvement. When developing the recommendations, remember to:

- Draw only upon the facts gathered by the team about <u>this</u> matriculation effort, rather than trying to duplicate your own processes or to design an ideal program;

- Direct recommendations to the Matriculation Coordinator and his/her staff, rather than attempting to tell the college administration how to run its campus (much as we might be tempted to do so, that is not our job as an evaluation team); and

- Try to strike a balance between specificity (telling a program exactly what to do) and generality (providing possible solutions within an identified problem area).

These findings and recommendations will be presented orally by the team chair at the exit interview the next afternoon, and will later comprise the written evaluation report.

The matriculation report will summarize your general conclusions about the accomplishments of the program, its areas of weakness, and any special circumstances that are worthy of note. Listing positive characteristics is important since it serves to reinforce the strengths of the matriculation program and complements the specific recommendations for improvement.

Be ready for a very long day, this third day (Thursday) of the site visit. You will spend one half day interviewing on campus and then, after a short break, most of the afternoon and evening drawing up the team's findings and recommendations. It can be exhausting, but it is also extremely satisfying. This is when all of your impressions, together with those of your fellow team members, will come together to form a common, unified description of the program and of what should be done to improve it.

11. On Friday morning, the team members will meet with the matriculation coordinator alone for a pre-exit interview. This informal meeting, which usually takes place two hours before the exit interview, is an opportunity for the coordinator to hear and comment on the team's findings and recommendations before they are presented in the more formal setting of the exit interview. The pre-exit interview also serves as the time and place to discuss any off-the-record concerns the team might have: personnel matters, doubts, and issues or findings that must be said but not necessarily in the exit interview or the final written report. As befits an informal session, there are no minutes or recordings of the pre-exit interview.

12. After the pre-exit interview with the coordinator, the team members will meet privately with the President for a second pre-exit interview. As with the coordinator, this meeting is an opportunity for the President to hear and comment on the team's findings and recommendations before they are formally presented in the exit interview. Similarly, the pre-exit interview serves as the time and place to discuss any off-the-record concerns the team might have that must be said but not necessarily in the exit interview or the final written report. There are no minutes or recordings of the pre-exit interview.

13. The last formal activity during the site visit is the exit interview. At this time, the team chair will present the team's general findings and specific recommendations to the college President, other college administrators, the matriculation coordinator, and other program and college

staff invited by the coordinator. The team chair may call on you during the exit interview to elaborate on the team's findings, based on your interviews and your own special expertise.

14. The written report will be completed and sent to the college and to you within two months of the site visit.

This completes your responsibility to the evaluation process. Thank you!

EOPS/CARE, DSPS, BFAP, VEA and Matriculation Evaluations

1990-91

Program evaluations of Matriculation, EOPS/CARE, DSPS, BFAP, and VEA will be conducted at the following eighteen (18) colleges in 1990-91. All eighteen colleges will have a site review as part of the Matriculation evaluation; at the six colleges that are underlined, the site visit will also include a review of the other four programs.

For all eighteen colleges, 1990-91 is the fourth year of the six-year accreditation cycle, i.e., the year prior to the accreditation self-study year. The colleges' comprehensive accreditation site visit will take place in 1992-93.

Antelope Valley	Irvine Valley	Mt. San Antonio
Alameda	Kings River	Oxnard
Compton	L.A. Southwest	Saddleback
DeAnza	Los Medanos	San Francisco City
Desert	Marin	Victor Valley
Fullerton	Merced	West Hills

Evaluation of Matriculation

Tentative Schedule
Three-and-a-half-Day Site Visit

Time	Activities
Day 1	
12 Noon - 1:00 p.m.	• Team meeting to review site visit schedule and responsibilities
1:00 - 2:00 p.m.	**Information Introduction** • Meet with program staff and administrators • Explain purpose of site visit
2:00 - 2:30 p.m.	**Campus Orientation** • Brief tour of campus and facilities
2:30 - 3:30 p.m.	**Planning Meeting** • Meet with program coordinator to determine interview sources and review program data
3:30 - 5:00 p.m.	**Gather and Record Data** • Interview program coordinator • Interview other staff, students
Early Evening	**Team Meeting** • Review progress of first day • Review, adjust assignments for second day

Tentative Schedule
Three-and-a-half Day Site Visit *(Continued)*

Time	Activities
Day 2	
8:30 - 12 Noon	**Gather and Record Data** • Interview staff members and students, observe program activities, and examine documents
12 Noon - 1:00 p.m.	**Team Lunch** • Monitor status of site visit
1:00 - 5:00 p.m.	**Gather and Record Data** • Continue interviews, observations, etc.
Evening	**Team Meeting** • Review progress of second day • Review, adjust assignments for third day
Day 3	
8:30 - 11:30 a.m.	**Gather and Record Data** • Continue interviews with staff, students • Interview with President or designee • Review documents
11:30 - 12 Noon	**Meet with Coordinator** • Review team's final impressions
12 Noon - 1:00 p.m.	**Lunch**
1:00 - 3:00 p.m.	**Team Meeting** • Entire team meets to discuss findings, draft initial conclusions across all program areas
3:00 - 6:00 p.m.	**Team Meeting** • Team divides into component-specific groups to develop, finalize written findings
6:00 - 7:30 p.m.	**Dinner**
7:30 - 9:00 p.m.	**Team Meeting** • Entire team reassembles to develop final exit statement of findings and recommendations

Tentative Schedule
Three-and-a-half Day Site Visit *(Continued)*

Time	Activities
Day 4	
8:00 - 10:00 a.m.	**Team Meeting** • Review and finalize the team's findings and recommendations
10:00 - 11:00 a.m.	**Pre-Exit Conference** • Meet with program coordinator to informally review and discuss the team's findings and recommendations prior to the exit conference
11:00 - 12 Noon	**Pre-Exit Conference** • Meet with President to informally review and discuss the team's findings and recommendations prior to the exit conference
1:00 - 2:00 p.m.	**Exit Conference** • Meet with President and administrators, program coordinator, and selected program staff members